



Clinical Psychology – REVISED version 9-22-2015

The University of Toledo, Department of Psychology
College of Languages, Literature and Social Sciences (LLSS)
PSY 3210 - 001 (CRN 61907)

Instructor:	Wesley Bullock, Ph.D.	Class Location:	Memorial Field House (FH), Rm. 1220
Email:	wesley.bullock@utoledo.edu	Class Day/Time:	T & Th / 12:30 – 1:45
Office Hours:	Tues & Thurs / 1:45 – 3:00 (or arranged)	Course Credit Hours:	3
Office Location:	University Hall (UH), Rm. 1420	Teaching Assistant (TA):	Heather Schultz
Office Phone:	419-530-2719	TA Email:	heather.schultz3@rockets.utoledo.edu
Term:	Fall, 2015	TA Office:	University Hall, Room 1490
		TA Office Hours:	Tuesday 2:30 – 4.30 (or arranged)

COURSE/CATALOG DESCRIPTION

An overview of the field of Clinical Psychology including clinical assessment, psychotherapy, community intervention methods and professional/ethical issues.

COURSE OVERVIEW

The course is designed to offer the student a general overview of the field of Clinical Psychology by examining historical foundations and current issues in clinical psychology, research methods used in clinical psychology, clinical assessment techniques and therapy interventions, and professional issues and specialty areas in clinical psychology.

STUDENT LEARNING OUTCOMES

Following completion of the course students should be able to describe, explain, and demonstrate understanding of:

- 1) The characteristics that distinguish the profession of clinical psychology from other mental health professions.*
- 2) The integration of scientific methods and clinical practice in clinical psychology.*
- 3) How clinical psychologists approach mental health from a bio-psycho-social perspective.*
- 4) The basic features of diagnostic and clinical assessment and psychological testing.*
- 5) The current controversies and major issues in the mental health field and health care.*
- 6) Different types of evidence-based clinical treatments and differences between treatment approaches and theoretical orientations in clinical psychology.*
- 7) Methodological and research practices used to evaluate clinical interventions and practices.*
- 8) How to participate in the field of clinical psychology as a consumer, advocate, or practitioner.*

TEACHING STRATEGIES

- 1) Readings: The student is responsible for keeping up with the textbook readings. Topics/chapters will be organized according to the outline provided.*
- 2. Lectures: Class attendance and participation during lectures is strongly encouraged. In general, lectures are designed to highlight and amplify material from the textbook, however, there will be some*

information in class lecture that is not covered in the text. The PowerPoint presentations that are used for class lectures will be made available on BlackBoard. Please ask questions if you do not understand material from the assigned readings, or material from the lectures.

PREREQUISITES

Prerequisite: PSY 2200 (Abnormal Psychology), for level UG with minimum grade of D-

REQUIRED TEXT

Kramer, Bernstein, & Phares (2014). *Introduction to Clinical Psychology*(8th ed.). Pearson, Boston. [ISBN 0-205-87185-2]

TECHNOLOGY REQUIREMENTS

There are no special technology requirements aside from computer access to BlackBoard.

UNIVERSITY POLICIES

Policy Statement on Non-Discrimination on the basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read *The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance*. (Policy Number: 3364-50-03)

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the *Student Disability Services Office* (Rocket Hall, Room 1820 Phone: 419.530.4981)

ACADEMIC POLICIES

Academic dishonesty: Consistent with University Policy, academic dishonesty will not be tolerated.

Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to: 1) Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation; 2) Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination; 3) Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination; 4) Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it; 5) Giving or receiving substantive aid during the course of an examination; 6) Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period; 7) Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination; 8) Submitting the same written work to fulfill the requirements for more than one course.

The full University policy on academic dishonesty may be found at <http://www.utoledo.edu/dl/students/dishonesty.html>

COURSE EXPECTATIONS

Be prepared. Come to class on time and stay for the entire period. Make sure cell phones or pagers are turned off (or set to vibrate) during class. Do not engage in texting or online activity during class. Students need to attend regularly and participate in class discussions in order to do well in this class.

GRADING

*Exams: Your grade for the course will be based on your performance on **three** examinations. Exams will be given during the class meeting for the exam date listed in the syllabus. Each of the three exams will consist of approximately 70 multiple choice questions which will cover material from both the text and the class lectures. Exam questions will include class lecture material, even if the lecture material is not specifically covered in the textbook. Thus, lecture attendance is strongly encouraged. Likewise, material from the assigned text readings will be covered by the exams, even if not all assigned text readings are specifically covered in the class lectures. So, **you need to come to class, take good notes, complete the assigned readings and download available PowerPoint presentations. Review class notes, PowerPoint slides and text readings for the exams.***

Grading: The grading system incorporates the "plus" and "minus" grade system. The grading system is described below:

- a. *Following each of the three exams, the score distribution will be divided into letter grades. The exam letter grade is assigned a numerical value as follows:*

A = 11	B+ = 9	C+ = 6	D+ = 3	F = 0
A- = 10	B = 8	C = 5	D = 2	
	B- = 7	C- = 4	D- = 1	

- b. *The assignment of letter grades (and their corresponding numerical value) to each exam will be based on the following percentage scale:*

93% or more = A
90 - 92% = A-
86 - 89 = B+
83 - 85% = B;
80 - 82% = B-
76 - 79 = C+
73 - 75% = C
70 - 72% = C-
66 - 69 = D+
63 - 65% = D
60 - 62% = D-
less than 60% correct = F

Note: These percentage cut-offs for grading exams will not be considered absolute. A modified grade curve may be used to assign letter grades to each exam depending upon the performance of the entire class on a given exam.

Final Course Grade: At the end of the course, the total of the assigned numerical values for the grades achieved by the student on the three exams will be added up and divided by 3 (the number of exams). This average across the 3 exams will be used to assign a final course grade.

*EXAMPLE: Given grades of "B", "B+" and "A-" for the three exams: add up their numerical values
 $8 + 9 + 10 = 27$, then divide by 3;
 $27 \div 3 = 9$, which gives a "B+" for the course grade.*

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Note: After dividing, any fraction .5 or above rounds up, while less than .5 rounds down. For example: a final course grade average of 8.5 = "B+"; while a final average of 8.4 = "B"

COMMUNICATION GUIDELINES

The best way to contact the instructor and the teaching assistant is through our University email. If students are not able to come to our regularly scheduled office hours, we can schedule a mutually workable time to meet outside of regular office hours.

STUDENT SUPPORT SERVICES

Academic support and tutoring services are available to students through the University, including the Learning Enhancement Center, the Writing Center, and the Student-Athlete Academic Services Center. Please visit their web home page for further information on one to access support and tutoring services <http://www.utoledo.edu/success/index.html>

COURSE SCHEDULE (REVISED Version dated: 9-22-2015)

(Note: Dates for topics and readings to modification depending on our progress in covering the topics)

Week	Day & Date	Lecture Topics / Activity	Reading
<i>Week 1</i>	T 8/25	Introduction	Ch. 1 – What is Clinical Psychology
	Th 8/27	Current Professional Training Issues	Ch. 1 – What is Clinical Psychology Ch. 15 – Professional Issues in Clinical Psychology (pp. 383-390)
<i>Week 2</i>	T 9/1	Historical Background	Ch. 2 – Clinical Psychology’s Past and Present
	Th 9/3	Historical Background	Ch. 2 – Clinical Psychology’s Past and Present
<i>Week 3</i>	T 9/8	Overview of Assessment	Ch. 3 – Basic Features of Clinical Assessment
	Th 9/10	Interviewing & Observation	Ch. 3 – Basic Features of Clinical Assessment
<i>Week 4</i>	T 9/15	Assessment of psychopathology and personality	Ch. 4 – Interviewing and Observation
	Th 9/17	Assessment of psychopathology and personality	Ch. 4 – Interviewing and Observation
<i>Week 5</i>	T 9/22	Assessment of psychopathology and personality	Ch. 4 – Interviewing and Observation
	Th 9/24	Intelligence Testing	Ch. 5 – Testing in Clinical Psychology
<i>Week 6</i>	T 9/29	Intelligence Testing	Ch. 5 – Testing in Clinical Psychology
	Th 10/1	Exam 1	EXAM 1
<i>Week 7</i>	T 10/6	FALL BREAK – No Class	
	Th 10/8	Therapy Overview and common therapeutic factors	Ch. 6 – Basic Features of Clinical Interventions
<i>Week 8</i>	T 10/13	Dynamic & Interpersonal Psychotherapies	Ch. 6 – Basic Features of Clinical Interventions

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	Th 10/15	Humanistic - Existential Psychotherapies	Ch. 7 – Psychodynamic and Humanistic Psychotherapies
<i>Week 9</i>	T 10/20	Motivational Interviewing	Ch. 7 – Psychodynamic and Humanistic Psychotherapies
	Th10/22	Behavioral Therapies & Cognitive therapies	Ch. 8 – Behavioral and Cognitive Behavior Psychotherapies
<i>Week 10</i>	T 10/27	Dialectical Behavior Therapy	Ch. 8 – Behavioral and Cognitive Behavior Psychotherapies
	Th 10/29	CBT continued & Third Wave Psychotherapies	Ch. 8 – Behavioral and Cognitive Behavior Psychotherapies
<i>Week 11</i>	T 11/3	Crisis Intervention & suicide	Ch. 9 – Other Modes of Clinical Intervention
	Th 11/5	Special issues in couple/family & group therapy	Ch. 9 – Other Modes of Clinical Intervention
<i>Week 12</i>	T 11/10	Psychopharmacology	Ch. 9 – Other Modes of Clinical Intervention
	Th 11/12	Exam 2	EXAM 2
<i>Week 13</i>	T 11/17	Research Methods in Clinical Psychology	Ch. 10 – Research on Clinical Intervention
	Th 11/19	Clinical Child Psychology	Ch. 11 – Clinical Child Psychology
<i>Week 14</i>	T 11/24	Clinical Child Psychology	Ch. 11 – Clinical Child Psychology
	Th 11/26	Thanksgiving Holiday – No Class	HOLIDAY
<i>Week 15</i>	T 12/1	Stress, Behavioral Medicine & Integrated Healthcare	Ch. 12 – Health Psychology
	Th 12/3	Stress, Behavioral Medicine & Integrated Healthcare	Ch. 12 – Health Psychology
<i>Week 16</i>	T 12/8	Issues in Forensic Psychology	Ch. 14 – Forensic Psychology
	Th 12/10	Issues in Forensic Psychology	Ch. 14 – Forensic Psychology
<i>FINALS Week</i>	T 12/15	12:30 – 2:30 pm FINAL	EXAM 3